



Leading and Mentoring Roles of "Excellent Teachers" in a School Instructional Reform

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Without teachers' active participation and involvement, it's very hard for any school instructional reform to achieve success. When Shenzhen Nanshan Songping School started its instructional reform five years ago, it had to face a serious problem of teachers' reluctance to change. The average age of the school's teachers is over 35, and about half of them are conservative middle-aged teachers, who are quite influential to other teachers.

As a "grassroots practitioner" of this reform, the author tries to describe how the school accelerates the progress of the instructional reform through the strategy of "Excellent Teachers Program", which encourages competent and widely-respected teachers to make breakthrough and lead the direction in the reform, and then to help and mentor other teachers who are willing to change. The author also tries to discuss the reasons why it achieves some success and its possible meaning for any instructional change in a similar Chinese public school.

Key words: instructional reform; Excellent Teachers; primary school; Shenzhen; China

